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ABSTRACT

GRADES OR AGES: Grades 10 and 11. SUBJECT MATTER: Social studies; United States foreign relations. ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into three subunits, each of which is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. In addition two appendixes contain curriculum materials. STUDENT ASSESSMENT: No provision. OPTION: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

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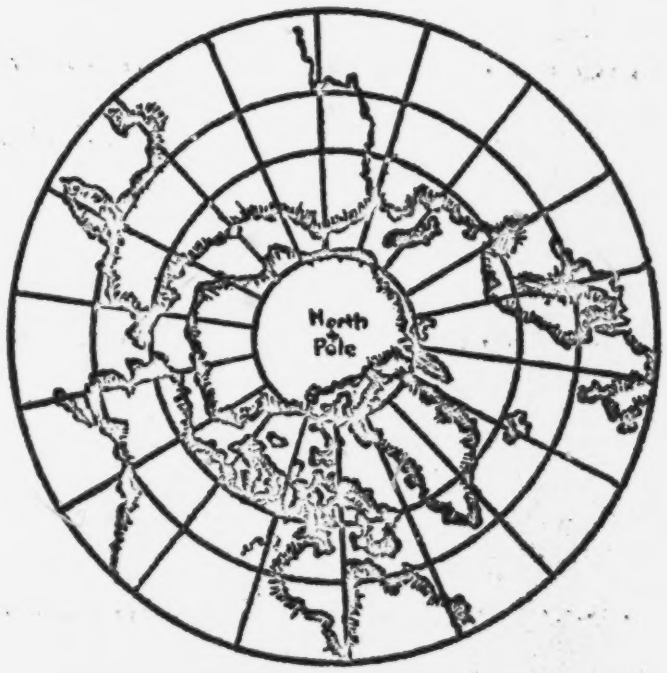
UNITED STATES IN THE CONTEMPORARY WORLD
AMERICAN CIVILIZATION
RESOURCE UNIT V
GRADE 11



RHODE ISLAND COLLEGE
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RESOURCE UNIT V
THE UNITED STATES IN THE CONTEMPORARY WORLD

(Suggested time: 3-5 weeks)

A. INTRODUCTION

Unit V gives a quick look at the position of the United States in the present world. Many possible approaches might be utilized by the teacher; the following four topics are mostly for guidance. If the class has covered the unit in a different context, the teacher might utilize any other approach she considers pertinent.

B. MAJOR UNDERSTANDINGS

Four areas should be covered for the students to gain understandings of the United States in the present world. These are: a comparison of the United States to the rest of the world, a study of United States import and export patterns, the role of the United States in intercontinental organizations and United States foreign policy.

C. AIMS

1. To have the students gain insights of the political and economic position of the United States in the contemporary world.
2. To have the students understand self-sufficiency and t the effects of imports and exports on the economic stability of the United States.
3. To understand the extent of United States involvement in the world.
4. To examine the effect of United States foreign policy on the international scene.

D. GENERALIZATIONS

1. The political and economic positions assumed by the United States have a direct effect on the entire world.
2. By increasing or reducing tariff rates the United States is able to affect productivity both at home and abroad.
3. The United States is committed to insuring world peace through involvement in various intercontinental organizations.
4. United States foreign policy has frequently been altered throughout its history. However, two dominant themes are evident: isolationism until the 20th century and world involvement from World War I to the present.

SECTION I: COMPARISON

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
1. How does the United States compare to the rest of the world in land area, population, per capita income, health and welfare, household appliances, automobiles, clothes, and other aspects of standard of living	Have members in the class prepare charts and graphs to compare the United States and other countries in the world in the suggested areas. Some countries they can choose are: India Communist China Germany Russia Union of South Africa Nigeria Israel Iran Japan Argentina Canada Great Britain Venezuela Australia Philippines Indonesia Have the members of the class divide into groups to discuss the reasons for the differences in the areas compared. Prepare a bulletin board of pictures which show the different standards of living in the world by culture region.	Statistical Abstract of the United States World Almanac Shorter Oxford Economic Atlas Providence Social Studies Curriculum Project: Teacher Resource Unit , Grade 10 unit I

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
2. What characterizes a world power in the second half of the 20th century? 3. In what ways is the United States a world power?	In a class discussion define the term "world power" as the students perceive it. Ask the class for examples of world powers today. Have them give reasons for their choice. Have the class determine what characteristics make countries world powers. For example: .major exporter-importer .highly developed army and navy .industrial power .developed system of transportation and communication .shapes of foreign policy .agricultural surplus . etc. Relate these characteristics to the United States Have the students divide into groups to prepare collages which show the United States as a world power, compare the United States to other world powers, compare some world powers to countries which are not world powers. Have the class prepare a model of a hypothetical world power. Give the class the location and have them supply the geography, history, economic and sociological make-up of the country. The students can make tapes, pictures, and models which illustrate the country as a world power.	World Almanac Historical Statistics of the United States Statistical Abstract of the United States Goode's World Atlas Oxford Book Co: The United Nations Structure Achievements, and Problems pp. 92-101 Dept. of State: Issues No. 3 Allyn-Bacon: Great Decisions, 1970 Scott, Foresman: Contemporary Civilization Scott, Foresman: Studies in Economic Issues McGraw-Hill: Voices from America's Past-The Cold War Scott, Foresman: Economic Forces in American History

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have the class or a group of students speculate as to what compelling forces will shape a world power in the years 2000-2050. Have a panel discussion or group report on an analysis of the United States in the year 2000.	D.C. Heath: Containment and the Origins of the Cold War Macmillan: New Perspectives in American History Scott, Foresman: American Foreign Policy Allyn-Bacon: A Global History of Man American Book: History: USA Benziger: From Left to Right Vol. I Holt, Rinehart & Winston: A New History of the United States Allyn-Bacon: Today's Problems Laidlaw: A High School History of Modern America

SECTION II: AREAS OF UNITED STATES INFLUENCE

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
4. What are the different ways in which a world power has influence? i.e. trade, communications, military, economic development, philosophy, organizations, Atom and Hydrogen bomb, etc.	Have the class examine the United States in terms of the question. The class could divide into groups to report in detail how the United States fares in each item listed.	The sources listed for the previous question apply here.
5. How does the United States exert its influence as a world power?	Several members of the class can write skits showing how the United States exerts its influence in various areas as a world power such as: UN organization NATO trade missions Coca-Cola Ford, etc Have the class compare the ways in which several world powers exert their influence. Some people can prepare skits or tapes illustrating the similarities and differences in the use of power. Some people can present their findings in a panel discussion. Have the class or members of the class investigate efforts made in world-wide scientific cooperation. In what areas were these efforts made? How successful were these efforts? In what areas can improvements be made?	SS-4-6-b Europe after World War II SS-4-6-g The Cold War SS-4-11 The U.S. and its Global Responsibilities foreign aid to 1963 SS-4-10 The U.S. and Economic Challenge from Abroad IGY - National Geographic Feb. 1956, pp.285-298 April 1958, pp. 439-478 July 1957, pp.1-4, 5-35 Sept.1957, pp. 339-381

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	How old is the idea of world-wide scientific cooperation? Prepare a chart showing these efforts in scientific cooperation. N.B. See various organizations of the United Nations Refer to Providence Social Studies Curriculum Project, Grade 9, Resource Unit III, <u>Toward a Global Society</u>	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
6. How long has the United States been a world power? N.B. Three important segments of time are 1870-1910 1914-1919 1940-present	Have the class examine the economic development of the United States between 1870 and 1910. Have some members of the class make a time line showing the various economic achievements of the United States. In a panel discussion a group of students can make a presentation of the economic development of the United States between 1870 and 1910. Have some members of the class prepare a bulletin board illustrating the economic achievements of the United States between 1870 and 1910. A few people can compare the United States economically between 1870 and 1910 to some other countries. Have the class examine the United States' experience between 1914 and 1919. Have the class examine the United States' feeling concerning world involvement before 1914, between 1914 and 1919, and after 1919.	Providence Social Studies Curriculum Project, Grade 11, Resource Unit III, pp. 48-55 America Book: History USA pp. 496-512 Holt, Rinehart & Winston: A New History of the United States pp. 578-582 Laidlaw: A High School History of Modern America pp. 441-446, 506-525

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
		McGraw-Hill: Voices from America's Past Merrill: The Fourteen Points Macmillan: New Perspectives in American History
7. What are the historical antecedents to the United States' present position in world affairs?	NOTE: Some important trends and events were: Washington's Farewell Address Monroe Doctrine London Issues 1783-1867 Mexican War Opening of Japan American involvement in Mexico Spanish-American War American involvement in Panama Sinking of Lusitania World War I Isolationism Good Neighbor Policy World War II United Nations NATO Korean War Some students can show how various people felt about world involvement before 1914, between 1914 and 1919, and after 1919. For example: Woodrow Wilson Theodore Roosevelt Henry Cabot Lodge William Howard Taft	American Book: History USA Holt, Rinehart & Winston: A New History of the United States Laidlaw: A High School History of Modern America McGraw-Hill: Voices From America's Past Macmillan: New Perspectives in American History Scott, Foresman: American Foreign Policy

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Robert LaFollette William Jennings Bryan William Borah John Hay Josephus Daniels Have the students express themselves by using cartoon strips, tapes, skits, poems, or panel discussions. Have the class or a group of students pretend that it is the United States Senate in 1914 and is contemplating joining the war in Europe. Some members of the class may wish to act as members of Congress addressing the Senate concerning this problem. Have the class or a group of students pretend that it is the United States Senate in February 1917 and is contemplating joining the war in Europe. Have the class or a group of students pretend that it is the United States Senate in 1919 and is considering the adoption of Wilson's Fourteen Points. Have some students make a chart showing the United States' involvement as a world power from 1870 to the present. (Frequency and seriousness of the United States' involvement may be translated into a graph or diagram. See Appendix A.)	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have some students prepare a debate concerning the perioa of time most important to the United States as a world power- Resolved: 1870-1910 was the critical period when the United States emerged as a world power. Have the class consider the following quotation made by President Roosevelt in 1937. He said there was an inter-dependence about the modern world that made it "impossible for any nation to completely isolate itself from the economic and political up-heavals of the world." Have the class apply this statement to the United States' position of foreign affairs thereafter.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
8. What are the ways in which the United States has had an influence in the world since 1945?	A group of students can make a contact map of the world showing all the areas where the United States has had a formal or treaty-based influence since 1945: i.e. Point Four Marshall Plan NATO Truman Doctrine OAS Eisenhower Doctrine U.S. occupation of Japan Declaration of Chapultepec Korean War ANZUS Southeast Asia Pact Pacific Charter Baghdad Pact or METO Some of the students can make maps with overlays to illustrate the above information. In a class discussion ask the students to suggest the various ways in which the United States has influenced the world since 1945: i.e. trade communications United Nations NATO Peace Corps Groups of students can research to examine how each of the above has influenced the world. This may entail examination of the organization as to structure, purposes, and accomplishments.	Providence Social Studies Curriculum Project, Grade 9 Western Civilization Resource Unit II American Book: History USA p. 610 FF. Holt, Rinehart & Winston: A New History of the United States p.671-718 Laidlaw: A High School History of Modern America p. 627FF. McGraw-Hill: Voices From the Past Macmillan: New Perspectives in American History Dept. of State: Issues No. 2 Oxford Book: The United Nations Structure Achievements, and Problems Scott, Foresman: American Foreign Policy p.112FF American Book: Viewpoint USA p. 314FF

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	SS-4-6-e The Korean War SS-4-6-f Problems Abroad SS-4-6-h The Suez Canal	Allyn-Bacon: A Global History of Man pp.756-774 Scott, Foresman: Contemporary Civilization
	Suggested Questions and Activities for Each group TRADE .Why is foreign trade important to the United States? .What items does the United States trade with foreign countries? .Why is the United States important to world-wide trade? .Why is world-wide trade important to the United States? Have the group draw graphs showing what items are traded and what percentage of trade is carried on with each country. The group can also make drawings which illustrate the cyclical aspect of foreign trade. For instance: raw material of copper may come to the United States and be made into an automobile part which may go to a foreign country and be put into a foreign car and return to the United States to be sold to the consumer.	Dept. of State: abc's of Foreign Trade Scott, Foresman: Contemporary Civilization Oxford Book: The United Nations Structure Achievements, and Problems Check the indices of the standard texts.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have some members of the group research to find out what monetary units the trading countries use and the purpose of the International Monetary Fund (IMF). Some members of the group can also investigate the influence of the International Labor Organization (ILO) upon foreign trade. Some members can study the text of GATT (General Agreement in Trade and Tariffs) and report on its present status. COMMUNICATIONS Have the group give examples of intra-world communications. i.e. Cable Telephone International Postal Service Telstar Radio/Radio Free Europe International Airlines World Wide Village Newspapers Literature Motion Pictures Travel and Tourism Have the group discuss and illustrate the advantages and disadvantages of a highly developed system of international communications.	See Providence Social Studies Curriculum Project, Grade 9, Resource Unit III, Toward a Global Civilization pp. 8-11

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	UNITED NATIONS	
	.What are the primary purposes of the United Nations? .What is the general structure of the United Nations? .Which countries exert the most influence in the United Nations? .Do you consider the United States to be the leader in the United Nations? Why? . How has the United States exerted its influence upon the United Nations since 1945?	Oxford Book: The United Nations Structure Achievements, and Problems Scott, Foresman: Contemporary Civilization Allyn-Bacon: A Global History of Man, p.766FF Check the indices of the standard texts.
	The group can draw a diagram of the organization of the United Nations. The group can illustrate which United Nations' organizations the United States is active in. Speculate as to the future of the United Nations. What will the United Nations be doing in 1980? 1990? What might be some issues? Prepare a panel discussion on either the seating of Red China or on a specific international issue such as space exploration, ocean resources, Arab-Israeli conflict. Members of the panel should represent various member countries. Such as: United Kingdom United States U.S.S.R.	SS-G-8-h The United Nations SS-4-2-a Needs and Purposes of a Charter SS-4-2-b The Charter's Organization SS-4-4 United Nations Organization, The SS-4-6-c The United Nations: A World Peace Organization SS-4-6-d Accomplishments of the United Nations SS-4-17 The United Nations in Today's World SS-4-7 The United Nations and the Struggle for Peace SS-4-15 The United Nations w/5" tape

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	India United Arab Republic Ghana Canada Indonesia Members of the panel should discuss the issues from the perspective of the specific country's official position.	
	NATO	
	.What is the United States' role in NATO? .In what areas does NATO function? .How much financial aid does the United States supply to NATO? .How is NATO organized?	Dept. of State: Issues No. 2 Scott, Foresman: Contemporary Civilization Check indices of standard texts.
	The group can put on a skit to show how the NATO council works.	
	The group can draw a diagram of the organization of NATO.	
	PEACE CORPS	
	.What is the purpose of the Peace Corps? .Who may join? .How effective has the Peace Corps been? .In what parts of the world is the Peace Corps active?	Check indices of standard texts. Write to the Peace Corps.
	Have the group send to the Peace Corps for an application.	
	The group can show on a map of the world all the places where the Peace Corps is.	

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	U.S. FOREIGN AID Conduct a class discussion on foreign aid. Some questions the teacher can ask are: .What is foreign aid? .What are the different types of aid? .Why does the United States give foreign aid? .How much of the national budget is assigned to the various kinds of foreign aid granted? .What countries in the world receive foreign aid from the United States? .What commitment must the recipients of foreign aid make to the United States? Have some students draw pictures illustrating how foreign aid is used in various countries. Have some students draw graphs comparing the amount of foreign aid given by the United States to that given by other world powers. Have a group of students graph in dollar amounts the aid given by the United States from 1946 to the present. A group of students can prepare a graph showing the percentage of United States foreign aid granted to each country.	World Almanac Dept. of State: Foreign Aid and United States National Interests Issues No. 2 Issues No. 3 Scott, Foresman: Contemporary Civilization Check the indices of the standard texts.

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	Have a group of students in a panel discussion explain to the class the attitude of some recipients of United States foreign aid towards the United States. Some countries for them to consider are: India Thailand Brazil Nigeria Israel Greece Indonesia Taiwan Iran Venezuela NOTE: The students on the panel may read The Ugly American by Lederer and Burdick as background for this activity. Ask the class: In what ways does the United States dispense foreign aid besides in dollars? i.e. military assistance technical assistance food production family planning NOTE: At this point a look at the Foreign Assistance Act may be helpful. Have a group of students examine the President's message of May 28, 1969, in regard to the new directions of foreign aid. Refer to the booklet Foreign Aid and United States National Interests by the Department of State. The group should report to the class the aims of the 1970 Aid program and their opinion of these aims.	

SECTION III: MAJOR ISSUES CONFRONTING THE UNITED STATES IN THE TWENTIETH CENTURY

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
9. What were some of the major issues confronting the United States between 1900-1920? 1920-1940? 1940-1950? 1950-1960? 1960-1970? 1970-?	In a class discussion decide what major issues are/were confronting the United States from 1900 on. (See Appendix B) Have the class place these major issues on a time line. Divide the class into six groups to consider the major issues of each time period. Each group should decide exactly what method it wishes to use in investigating its question.	Many of the books in the tenth and eleventh grade laboratories may be helpful here. SS-4-6-i ... Living in the Twentieth Century

APPENDIX A

United States as a World Power 1870-present

1870-1880

1877-99 Venezuelan Boundary dispute

1880-1890

1885 - Completion of Canadian-Pacific Railway
1889 - Pan-American Conference

1890-1900

1892 - Bering Sea seal fisheries treaty with Great Britain
1898 - Spanish-American War
Annexation of Hawaii

1900-1910

1901 - Platt Amendment made Cuba a U.S. protectorate
1903 - Hay-Bunau-Varilla Treaty

1910-1920

1914 - American marines in Haiti Dominican Republic
United States occupation of Vera Cruz
Opening of Panama Canal
1916 - U.S. forces across the Rio Grande
American marines in Nicaraqua
1917 - American entry into World War I
1918 - Wilson's Fourteen Points
1919 - American marines in Costa Rica

1920-1930

1930-1940

1939 - Declaration of Panama

1940-1950

1941 - United States enters into World War II
1941-42 Lend-Lease Act
1943 - Casablanca Conference
Teheran Conference
Cairo Conference
Moscow Agreement
1945 - United Nations set up
Yalta Conference
Potsdam Conference

1946-49 Chinese Civil War
1947 - Truman Doctrine
1948 - Organization of American States
Marshall Plan
Berlin airlift

1950-1960

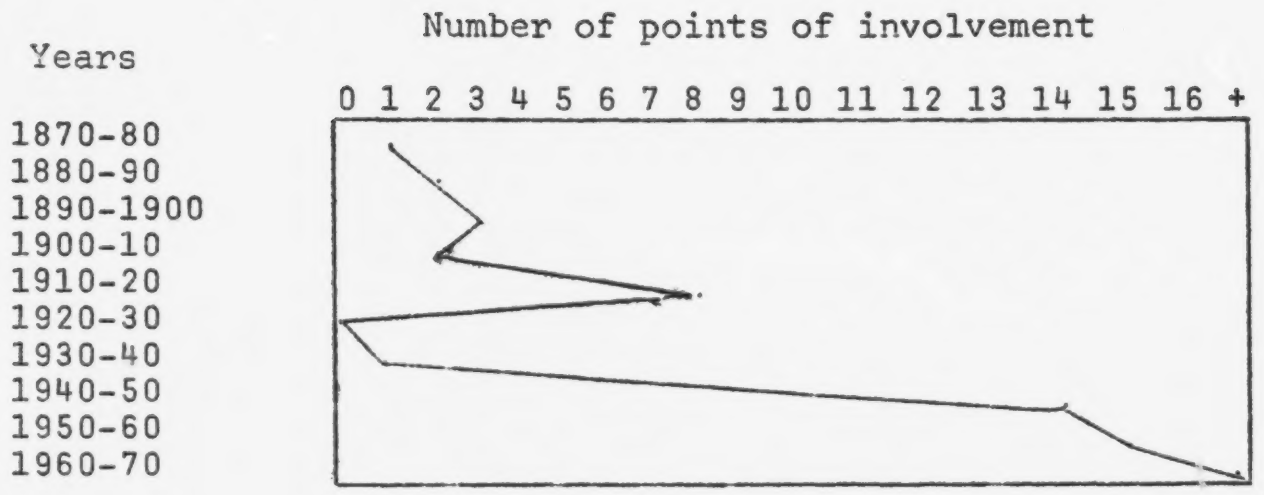
1950 - NATO
1950-53 Korean War
1951 - Japanese Pact
Philippine Pact South Pacific Pact (ANZUS)
1953 - Korean Pact
1954 - SEATO
Chinese Nationalist Pact
1955 - Geneva summit meeting
Middle East Treaty Organization or CENTO
1957 - Russians open space age by launching Sputnik
Eisenhower Doctrine in Middle East
1959 - Turkish Pact
Iranian Pact
Pakistan Pact

1960-1970

1960 - Inter-American Development Bank established
Summit conference called off
O.A.S. meeting
World leaders gather at United Nations
1961 - Relations with Castro severed
Bay of Pigs
Peace Corps created
Alliance for Progress started
Berlin wall built
1962 - Cuban missile crisis
U.S. troops sent to South Vietnam
Trade Expansion Act
1963 - Nuclear test - ban treaty
1965 - U.S. troops to Dominican Republic to prevent Communist Revolution
1967 - Geneva Disarmament Talks
1968 - Seizure of Pueblo by North Koreans
1969 - Navy reconnaissance plane shot down by North Koreans
United States landing on the moon

WORLD INVOLVEMENT

The United States as a
World Power 1870-present



APPENDIX B

Major Issues Confronting the United States in the Twentieth Century

1900-1920	World Peace World War I Imperialism Revision of Labor Management Practices Mass Production
1920-1940	World-Wide Depression Isolationism Hitler, Mussolini, Stalin League of Nations and Anti Agencies
1940-1950	European and Asian Economic Recovery Atomic - Hydrogen Bomb Radio Active Fallout World War II World Peace
1950-1960	Space race Korean Conflict Economic and Military Pacts Radio Active Fallout Racial Equality World-Wide Peace Economic and Technical Aid to Underdeveloped Countries
1960-70	Population Explosion Socialism Drug Abuse World-Wide Peace Economic and Technical Aid to Underdeveloped Countries Mass Media Draft Moon-Space Research Chemicals and Food Arab-Israeli Conflict, Cuba and Vietnam Automation, Retraining, and Rehabilitation Racial Equality Natural Resources
1970-	International Pollution Control of Nuclear Weapons Reevaluation of Constitution of United States

Racial Equality
World Peace
Establishment of Moon-Space Stations
Exploration of Mars
Leisure Time
Gold Drain
Population Control
Socialism
Control of Natural Resources
Mass Media
Transportation
Travel/Tourism
Education
Urbanization and Alienated Man
Technology and Alienated Man
American Party Structure